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| Standard | 3 Core Elements |
| **Learning Communities:** Professional learning that increases educator effectiveness and results for all students *occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment* | Engage continuous improvement |
| Collective Responsibility |
| Alignment & accountability |
| * Use data; identify shared goals; apply learning with local support; peer-to-peer; monitor & refine * Not my students our students - all stakeholders * Peer accountability - feedback - refine * Explicit vision & goals that align with school and district * These communities bridge the knowing/doing - macrolevel knowledge and skill development with micro - practices refinements in the classroom | |

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| Standard | 3 Core Elements |
| **LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students *requires skillful leaders who develop capacity, advocate, and create professional learning* | Develop Capacity for Learning & Leading   * Set the agenda for PL by aligning it to goals, use data to measure effect * Facilitate or coach PL |
| Advocate for PL   * Clearly articulate the link to student learning, make their own learning visible * Participate within/beyond their environment * Engage with all stakeholders |
| Create Support Systems & Structures   * Equitable distribute resources, * Engage with policy makers (calendars, schedules) * Create align policies/guidelines |
| They embed PL into the organization’s vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.  Cultivate a culture based on names of high expectations shared responsibility, mutual respect, and relational trust. | |

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| Standard | 3 Core Elements |
| **RESOURCES:** Professional learning that increases educator effectiveness and results for all students *requires prioritizing, monitoring, and coordinating resources for educator learning* | Decisions require you to look at   * student/educator learning needs * clear commitment to ensure equity in allocation * thoughtful consideration to achieve intended outcomes |
| Staff costs - staff to facilitate, payroll, stipends, etc,   * time   Should be job-embedded - 15% of workday   * technology |
| Maintaining effectiveness is critical   * must ensure alignment & effective use |
| All Professional learning - whether job-embedded or external, must address the individual school, & school system goals for educator & student learning | |

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| Standard | 3 Core Elements |
| **DATA:** Professional learning that increases educator effectiveness and results for all students *uses a variety of sources and type of student, educator, and system data to plan, assess, and evaluate professional learning* | 1. Analyze Data  • Student  • Educator  • System  • Types of data |
| 2. Assess Progress (monitor) |
| 3. Evaluate Professional Learning |
| Data:   1. Multiple sources to balance what we know 2. Purpose to make decisions about PL that leads to increased results for all kids 3. Qualitative:  by the numbers (test scores, attendance, discipline/behavior, extracurricular, etc.) 4. Quantitative:  anecdotal info, surveys, self-reports, portfolios, learning needs, etc. Use to plan and inform (which includes evaluation)   Assess Progress (monitor)  a. Monitor against established benchmarks  b. Effectiveness of implementation of new learning on student performance  c. Overall educator practice effect on student learning  i. Teacher teams analyzing and interpreting data  ii. Ongoing collection, analysis, use  iii. Sustain momentum  Evaluate Professional Learning  a. Goal of Evaluation tool to increase quality and effectiveness (results)  b. Provides info to those who plan, want/need to know, impact, facilitate, support (resources, $ allocation)  c. Provide info to address/influence policy decisions  d. Questions should address worth and effectiveness for teachers, administrators, stakeholders, and policy makers. | |

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| Standard | 3 Core Elements |
| **LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students *integrates theories, research, and models of human learning to achieve its intended outcomes* | 1. Apply learning theories, research, & models |
| 2. Select learning designs |
| 3. Promote active engagement |
| 1. Common factors - active engagement, modeling, reflection, metacognition, etc. Examples include face-to-face, on-line, hybrid, job-embedded, technology  2. Consider multiple factors - data-informed intended outcome; make desired behavior explicit; deep understanding; many opportunities for practice; aligned to goals - individual, team, system; know audience; consider all phases of learning process  3. Learners interacting, with content & each other; respect adult learners - voice & decision-making regarding shaping of own learning and constructing own knowledge; promote deep understanding & commitment to action. Examples include discussion & dialogue, writing, demonstrations, co-construction of knowledge, coaching, modeling, etc. | |

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| Standard | 3 Core Elements |
| **IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students *applies research on change and sustains support for implementation of professional learning for long-term change* | 1. Setting clear goals and maintaining high expectations for implementation with fidelity |
| 2. Deep change requires 3-5 years of on-going support |
| 3. Constructive feedback about the clearly defined expected behavior. Need respectful, trusting relationship |
| 1. Leaders need to sustain focus on goals and strategies   * use data to make refinements * communicate complexity of deep change   2. Workshops, coaching, co-teaching, peer observations, analyzing student work [individual, pairs, collaborative teams]  3. Peers, coaches, supervisors, external, experts, students, self  4. Reflection/metacognition | |

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| Standard | 3 Core Elements |
| **OUTCOMES:** Professional learning that increases educator effectiveness and results for all students *aligns its outcomes with educator performance and student curriculum standards* | Address student learning outcomes |
| Build coherence |
| Meet performance standards |
| * If PL increase results it addresses learning and performance outcomes of both students and teachers * If integration of student curriculum and educator performance standards - the link between teacher and student learning becomes EXPLICIT * If student expectations rise, PL for educators must also rise! * PL with student learning outcomes as focus:   1. Deepens educator content knowledge   2. Pedagogical content knowledge   3. Understanding of how students learn   4. Models   5. Engages teacher | |